Achievement Standard

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| **Subject Reference** | | English 1.7 | | | | | |
| **Title** | | Create a visual text | | | | | |
| **Level** | 1 | **Credits** | 3 | | **Assessment** | | Internal |
| **Subfield** | English | | | | | | |
| **Domain** | English Visual Language | | | | | | |
| **Status** | |  | | **Status date** | |  | |
| **Planned review date** | |  | | **Date version published** | |  | |

This achievement standard requires developing and structuring ideas in a visual text using language features appropriate to audience and purpose.

#### Achievement Criteria

| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
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| * Develop and structure ideas in a visual text. | * Develop and structure ideas convincingly in a visual text. | * Develop and structure ideas effectively in a visual text. |
| * Use language features appropriate to purpose and audience. | * Use language features appropriate to purpose and audience with control. | * Use language features appropriate to purpose and audience with control to command attention. |

**Explanatory Notes**

1. This achievement standard is derived from the Level 6 Creating Meaning strand [presenting] and related achievement objectives in the English Learning Area of *The New Zealand Curriculum,* Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for English*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
2. The text must include visual and verbal components. The text must be an original construction by the student. The components can either be original, adapted or taken from other texts or sources.
3. Visual text types at this level may include posters, graphic/illustrated texts, visual displays, web pages, dramatic presentations, videos and other appropriate visual text types. Texts are expected to be stand alone in nature rather than being a component within an oral presentation.
4. *Ideas* include information, opinions, recounted experiences or events, observations, arguments, interpretations, narrative, thoughts or feelings.
5. *Develop and structure ideas* means to build on ideas by adding details or examples, making connections between ideas, and working towards a planned whole.
6. *Convincingly* means that the development of the ideas and structure is generally connected.
7. *Effectively* means that the development of the ideas and structure is compelling and well organised.
8. *Language features* include the use of:
   * visual (e.g. images, sequence, costumes, movement), and
   * verbal (e.g. dialogue, quotations)
   * language techniques appropriate to the visual text.
9. Use language features *with control* means that language features and presentation techniques are selected and linked to the intended purpose and audience.
10. *Command attention* will be demonstrated through a confident and sustained text.
11. Conditions of Assessment related to this achievement standard can be found at [www.tki.org.nz/e/community/ncea/conditions-assessment.php](http://www.tki.org.nz/e/community/ncea/conditions-assessment.php).

**Quality Assurance**

1. Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
2. Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

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| Accreditation and Moderation Action Plan (AMAP) reference | 0226 |